

Individual Activity List 2017-2019 GCSE P.E

Amateur boxing

- 1 Jabs.
- 2 Hooks – left and right.
- 3 Uppercut.
- 4 Straight – left and right.
- 5 Ring work/evasion skills, including defensive guard.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive boxing bout.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive boxing bout 3 x 2 minute rounds, 4 x 2 minute rounds or 3 x 3 minute rounds (males only), demonstrating the appropriate skills against a suitably challenging opponent.

All boxers need to follow the appropriate medical and safety guidelines, as required by England Boxing. An appropriately qualified adult must supervise the bout.

Athletics

Track	Jumps	Throws
1 Starts/finishes.	1 Run-up/speed.	1 Grip, stance and preparation to throw.
2 Arm action – effectiveness and consistency.	2 Take-off.	2 Movement into throwing action.
3 Leg action to create appropriate pace – consistency and/or change of pace.	3 Flight and landing.	3 Release, follow-through and recovery.

Students should be assessed in **two** separate athletic events. These must be from **two** different groups from the table below, for example a sprint and a jump.

Group 1 – track (sprint)	Group 2 – track (middle)	Group 3 – track (hurdles)
100 m	800 m	80 m hurdles (girls)
200 m	1,500 m	110 m hurdles (boys)
300 m (girls)		400 m hurdles
400 m (boys)		

Group 4 – track (long distance)	Group 5 – jumps	Group 6 – throws
Steeplechase	High jump	Shot put
3,000 m	Long jump	Discus
Cross-country running (not on track)	Triple jump	Javelin
	Pole vault	Hammer

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure/intensity and incorporate direct competition in conditioned drills, for example sprint start only in isolation, include the drive phase, incorporate full speed, add some competition out of the blocks or in the long jump take off, start with short run up, longer run up, incorporate speed, add competition. This must not be in a fully competitive athletic competition.

Part 2 – Full context (15 marks)

Students should perform both events in a fully competitive meet. This should involve direct objectively measured competitors. The events can be assessed through competitive athletics at school or at club level (or higher). Students should demonstrate their ability in both events against suitably challenging opponents.

Badminton

Students can be assessed in singles format or in doubles format. They cannot be assessed in both

badminton singles and in badminton doubles.

- 1 Service – high, low, flick (forehand or backhand).
- 2 Overhead – clear, drop (forehand and backhand where appropriate).
- 3 Underarm – clear, drive, drop (forehand and backhand where appropriate).
- 4 Net play.
- 5 Smash.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of badminton.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of badminton (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Dance

Dance can be assessed as a solo performance, a duet performance or a group performance. Students can only be assessed in dance once.

- 1 Travel, locomotion, stepping and pathways.
- 2 Balance and stillness.
- 3 Rotation, turning and weight transference.
- 4 Jumps and elevations.
- 5 Gestures and motifs.

The style of dance chosen for assessment must enable the student to display each of the core skills/techniques specified, and must enable the student to be assessed against the dance descriptors below.

If the style of dance does not meet these criteria, then a student cannot be assessed in that style.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with moves in isolation but should aim to link moves together. Assessment must not be based on fully competitive competition/performance.

Part 2 – Full context (15 marks)

Students should perform a full routine in a competition/performance. This can be in a solo performance, a duet performance or a group performance and should last at least two minutes. The level of performance should suitably challenge the performer.

Equestrian

- 1 Rider position – head, shoulder, hip, heel, hands (when walking, trotting, cantering).
- 2 Transitions – increase and decrease in pace.
- 3 Application of aids – maintaining impulsion, correct bend, contact, feel, outline (when walking, trotting, cantering).
- 4 Basic school movements – circles, changes of direction, lines (centre, quarter), looping figures (serpentines, figure of 8), awareness of diagonals (trot) and lead leg (canter).
- 5 Basic jumping – impulsion, position, balance, rhythm, stride (minimum height of 75 cm).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the moves in isolation but should aim to link them together/increase pace/change direction (as appropriate). This must not be in a fully competitive event.

Riding position/technique should be considered when assessing all skills.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive equestrian event. Students can choose to perform in a dressage test, showing class individual, show jumping or working hunter class event. The level of competition should suitably challenge the performer and where possible, the official score sheet should be available.

Golf

- 1 Tee shots – driver, hybrid and/or long iron.
- 2 Longer fairway irons/hybrid equivalent – a range of at least three clubs between 1 iron and 6 iron.
- 3 Shorter fairway irons – a range of at least three clubs between 7 iron and sand wedge.
- 4 Pitching/chipping around the green.
- 5 Bunker play.
- 6 Putting – long, medium, short, break.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques/shots in stable and adaptive situations. The demonstration of each core skill may start with the skill in a stable environment, eg driving range and/or practice fairway, putting green, but should progress to show the shots being played on a variety of golf holes (par 3, 4, 5). This must not be in a competitive game.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of golf over 18 holes demonstrating the appropriate skills/shots. The chosen course should suitably challenge the player and his/her handicap.

Gymnastics (artistic)

Students must be assessed in floor routines and apparatus only. Students cannot be assessed in rhythmic gymnastics.

- 1 Jumps (choose two) – tucked/piked/straddle/straight/180° turn/others.
- 2 Rolls (choose two) – backwards/forwards/others.
- 3 Turns/overswings (choose two) – cartwheel/round off/forward or backward walkovers/handspring/ back flip/others.
- 4 Balances (choose two) – handstand/headstand/arabesque/others.
- 5 Apparatus (choose one) – beam (routine)/vault (two vaults)/rings (routine)/pommel horse (routine)/ bars (routine).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the floor moves in isolation but should aim to link moves together. All floor moves have the option of 'others' to allow experienced performers to choose harder tariff moves, eg backwards roll to handstand.

One piece of apparatus should also be chosen to perform the following:

- beam – short routine, linking moves
- vault – two vaults
- rings – short routine, linking moves
- pommel horse – short routine, linking moves
- bars – short routine, linking moves.

This must not be in a fully competitive gymnastics event. The difficulty tariff of moves selected by the student should be considered in assessment.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive gymnastics event. Students can choose to perform in a floor or apparatus competition demonstrating the appropriate skills. The level of competition should suitably challenge the performer.

Rock climbing

Students can be assessed indoor or outdoor.

- 1 Bottom/top rope climbing, hand/finger/foot jams, 2/3 point contact.
- 2 Rope work.
- 3 Overhang/mantle shelf.
- 4 Traversing.
- 5 Abseiling.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a full climb.

Part 2 – Full context (15 marks)

Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.

Skiing

Students being assessed in skiing cannot also be assessed in snowboarding.

Students can be assessed outdoor on snow or indoor on snow. They cannot be assessed on dry ski slopes.

- 1 Basic turning – turning both ways using parallel or carved.
- 2 Stopping/parallel stop/skid to halt – stopping to the left and right.
- 3 Linked turns over distance – whole indoor snow zone run or outdoor run including narrow and wide turns at different angles.
- 4 Traversing in both directions – different speeds/angles.
- 5 Skiing at speed – slalom through gates/round poles or moguls or tight turns.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase speed and incorporate further difficulty in gradient. This must not be in a fully competitive skiing run.

Skills 1, 3 and 5 have options to allow the skier to choose what is appropriate to their ability or what is available to them.

Part 2 – Full context (15 marks)

Students should perform two timed runs on appropriately challenging slopes against the clock. These can be in an indoor snow zone around 10 poles or on an outdoor slope. If outdoor, the colour of the run chosen should be appropriate to the level of ability of the performer.

Snowboarding

Students being assessed in snowboarding cannot also be assessed in skiing.

Students can be assessed outdoor on snow or indoor on snow. They cannot be assessed on dry ski slopes.

Students cannot be assessed on tricks.

1 Basic regular turns – on heel edge and toe edge/skid turns/narrow and wide.

2 Stopping on toe and heel edge.

3 Linked turns over distance – on a full indoor snow zone run or outdoor slope including fakie/switch turns and/or carved turns with narrow and wide turns.

4 Traversing at speed – different speeds/gradients.

5 Snowboarding at speed – through gates/round poles or moguls or tight turns.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase speed and incorporate further difficulty in gradient. This must not be in a fully competitive snowboarding run.

Skills 3 and 5 have options to allow the snowboarder to choose what is appropriate to their ability.

Part 2 – Full context (15 marks)

Students should perform two timed runs on an appropriately challenging slope against the clock. These can be in an indoor snow zone around poles (10) or on an outdoor slope. If outdoor, the colour of the run chosen should appropriately challenge the performer.

Squash

Students can be assessed in singles format or in doubles format. They cannot be assessed in both squash singles and in squash doubles.

1 Service – forehand, backhand, variations.

2 Drives – forehand and backhand.

3 Volleys – forehand and backhand.

4 Boasts.

5 Lobs/drops.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of squash.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of squash (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Swimming

Students cannot be assessed in synchronised swimming.

- 1 Starts (dive or backstroke start) and finishes.
- 2 Arm action.
- 3 Leg action.
- 4 Turns.
- 5 Body position and breathing.

Students should be assessed in two different strokes from the following:

- backstroke
- breaststroke
- butterfly
- front crawl.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive swimming race/event.

Part 2 – Full context (15 marks)

Students should perform in two fully competitive swimming races/events. The two events chosen must involve two different strokes from the table below.

Front crawl	Breaststroke	Backstroke	Butterfly
50 m	50 m	50 m	50 m
100 m	100 m	100 m	100 m
200 m	200 m	200 m	200 m
400 m			
800 m			
1,500 m			

The strokes can be assessed through competitive swimming at school or at club level (or higher).

Students should demonstrate their ability in both races/events against suitably challenging opponents.

Table tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both table tennis singles and in table tennis doubles.

- 1 Service – forehand and backhand (with and without spin as appropriate).
- 2 Drives – forehand and backhand (with and without topspin as appropriate).
- 3 Push – forehand and backhand (with and without backspin as appropriate).
- 4 Smash – forehand and backhand (with and without spin as appropriate).
- 5 Lob – forehand and backhand (with and without spin as appropriate).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of table tennis.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of table tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both tennis singles and in tennis doubles.

- 1 Service – power, placement and variation (eg slice).
- 2 Groundstrokes – forehand, backhand and drop shot.
- 3 Volleys – forehand and backhand.
- 4 Smash – to show power and/or placement.
- 5 Lobs – forehand and backhand.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of tennis.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Trampolining

1 Jumps (minimum two) – straight/tuck/pike/straddle/180° turn half twist/others.

2 Drops (minimum two) – front/back/seat/others.

3 Twists (minimum two) – swivel hips/full twist basic jump/back half twist to feet/cat twist/turntable/ others.

4 Twisting/rotation (minimum two) – half twist to front drop/seat half twist to feet/half twist to seat combination/back drop/front drop half twist to feet/others.

5 Advanced rotation (minimum one) – front somersault/back somersault/barani/others.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the moves in isolation but students should aim to increase height and maintain consistency. All moves have the option of 'others' to allow experienced performers to choose harder moves. However, staff should be suitably qualified to supervise the difficulty level of moves chosen. Assessment must not be based on fully competitive competition. The difficulty tariff of moves selected by the candidate should be considered when marking.

Part 2 – Full context (15 marks)

Students should perform a fully competitive 10 bounce routine. Students can choose the content of their routine but it should contain at least one example from the list of core skills. The level of competition/tariff difficulty chosen should suitably challenge the performer.